DOCUMENT RESUME

ED 220 655 CE 033 553

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TITLE Volunteers in Vocational Education. Field Test Report.
INSTITUTION Conserva, Inc., Raleigh, N.C.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE May 82
CONTRACT 300-79-0796
NOTE 34p.; For a related document see CE 033 554.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Vocational Education; *Demonstration Programs; *Educational Improvement; Educational Innovation; Field Tests; Postsecondary Education; Secondary Education; *Urban Areas; *Vocational Education; *Volunteers
IDENTIFIERS Florida (Dade County); Illinois (Chicago); New Mexico (Albuquerque); Pennsylvania (Philadelphia)

ABSTRACT

This report describes four projects designed to expand the use of volunteers to improve vocational education in urban areas. Following an introduction, four sections look at the 12-month projects in Albuquerque, Philadelphia, Dade County (Florida), and Chicago that field tested a handbook for the design, implementation, and evaluation of vocational volunteer programs. Each project description covers some or all of these areas: context, the educational system, and demonstration project activities, including goals and objectives, project advisory committees, recruitment of volunteers, results, and impact. The final section of the report presents these conclusions based on the demonstration activities: volunteers can be of assistance to vocational education; 12 months was too brief a time period to achieve all that was expected; development of realistic goals and objectives represented a potential problem area; and none of the demonstration sites were adequately prepared or overly interested in conducting a thorough evaluation of their accomplishments. (YLB)

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Volunteers in Vocational Education

Field Test Report

Douglas S. Katz

May 1982

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Overview

This report describes four projects designed to expand the utilization of volunteers to improve vocational education in urban areas. Each of the projects ran for 12 months, during which time a vocational volunteer program was planned, put into operation and evaluated. The projects included secondary, adult and postsecondary vocational education programs. They were located in Albuquerque, Philadelphia, Dade County (Florida), and Chicago.

Each project conducted its own assessment to determine how volunteers could best be utilized within the local vocational education program. Those assessments resulted in the development of four programs with unique goals and objectives. All four sites made considerable progress towards achieving the goals and objectives which had been established, however the 12-month time frame proved to be too brief for the full realization of all objectives.

Listed below is a summary of the variety of ways which volunteers provided assistance to vocational education at the four sites.

- Worked to develop a statement of philosophy for vocational education within the school district.
- Worked with the Board of Education and district administrators to review the implications of the statement of philosophy.
- Helped to develop role descriptions for personnel within the vocational education department.
- Developed, reviewed, critiqued and modified a systems approach for the development of vocational education curricula within the district.
- Worked with the vocational education department on developing a proposed staffing pattern and associated financial requirements for the department.
- Assisted in the design and operation of in-service education programs for vocational education instructors.
- Reviewed existing curriculum offerings and proposed alternative arrangements.
- Assisted in designing and obtaining approval of new vocational education curricula.
- Helped in the development of a proposal to the Board for a new vocational education center.
- Developed an itemization of current and anticipated costs associated with the existing and proposed vocational programs.
- Assisted in counseling vocational education students.
- Provided small group and individualized instruction in occupational area.
- Provided remedial and enrichment activities.
- Assisted department head and instructors resolve problems relating to equipment and supplies.
- Served as guest lecturers in vocational education classes.
- Demonstrated and discussed new equipment to be serviced by students.
- Served on curriculum and project advisory committees.
- Helped to recruit other volunteers.
- Conducted an assessment of the vocational education program.
- Developed recommendations for the design and operation of a computerized vocational job placement system.
- Developed and offered instruction in employment readiness skills.
- Encouraged students to do well in and complete their vocational education programs.
- Worked with students to develop job interviewing skills.
- Served as guest instructors and discussion panel members for a special course on finding and keeping a job.
- Participated in a two-day Job Fair.
- Assisted in the development of a slide/tape presentation promoting vocational education.
- Offered assistance in student recruitment activities.

Table of Contents

Page

Overview i

I. **Volunteers in Vocational Education—Field Test Report**
Introduction 1

II. **Albuquerque, New Mexico** 3

Context 3
The Educational System 3
Demonstration Project Activities 4

III. **Philadelphia, Pennsylvania** 9

Context 9
The Educational System 9
Demonstration Project Activities 10

IV. **Dade County, Florida** 15

Context 15
The Educational System 16
Demonstration Project Activities 16

V. **Chicago, Illinois** 21

Context 21
The Educational System 21
Demonstration Project Activities 22

IV. **Conclusion** 28

Volunteers in Vocational Education Field Test Report

INTRODUCTION

In September of 1979, the U. S. Office of Education entered into a three-year contract with CONSERVA, Inc., to develop procedures for expanding the utilization of volunteers in vocational education in urban areas. During the first fifteen months of the contract, project staff developed a handbook for the design, implementation and evaluation of vocational volunteer programs. The following twelve months were spent field-testing the handbook* in four educational systems which were interested in installing vocational volunteer programs. Those systems were located in Albuquerque, Philadelphia, Dade County (Florida), and Chicago.

The purpose of the field test was two-fold. First, it served to determine the extent to which the procedures described in the handbook were generalizable to different types of educational systems. In this respect, the results of the field test would be used to modify the handbook prior to making it available for distribution. Second, the field test provided an opportunity to document the preliminary results of implementing vocational volunteer programs. That documentation would provide other school systems or community colleges with a better understanding of what they might expect if they decided to install their own vocational volunteer programs. This report focuses on this latter purpose of documenting the field test results.

Selection of Field Test Sites

At the outset of the contract, twelve educational systems were identified which were interested in serving as demonstration sites for the project. From these twelve locations, four sites were to be selected which would, as a group, reflect diversity on a number of key variables. The variables which were considered of greatest importance in making this selection are as follows:

- Secondary and postsecondary vocational education programs were to be represented;
- Sites were to be located in different regions of the country;
- While all sites were to be urban areas, the size of those urban areas should range from large urban centers to smaller cities (Minimum population size was set at 100,000 people);
- Sites were to show considerable diversity in their socio-economic characteristics; and
- Sites were to include school systems with ongoing educational volunteer programs as well as systems without such programs.

Following a tentative selection of the four sites, negotiations were entered into with each of the sites concerning the financial and contractual responsibilities of CONSERVA and the school system. Each school system was provided a demonstration plan which described the sequence of activities to take place over the twelve-month demonstration period. Based on that plan, the sites were to prepare a proposed budget indicating their anticipated costs associated with being a demonstration site for the project. The budgets were reviewed by project staff to ensure that they were in accord with U. S. Department of Education contract provisions and within the funding level available for demonstration site activities. Following review and approval by the Department of Education Contract Officer, subcontracts between CONSERVA and the four demonstration sites were signed. Demonstration activities commenced January 1, 1981, and were to continue for a full year from that date.

Overview of Demonstration Site Activities

The demonstration plan which served as the basis of the subcontracts was linked directly to procedures contained in the handbook for developing vocational volunteer programs. For each major activity or procedure in the handbook, the demonstration plan indicated the time frame for that activity and the respec-

* *Volunteers in Vocational Education: A Handbook for Program Implementation.* Raleigh, N.C.: CONSERVA, Inc., 1980

tive responsibilities of CONSERVA and demonstration project personnel. The plan was divided into three major phases, and within each phase were the following activities:

Phase I (January - March, 1981)
Planning the Vocational Volunteer Program

A. Establish linkages with existing educational volunteer programs and obtain necessary professional and community support;
B. Conduct assessment of needs for volunteers; and
C. Prepare program development plan and revise budget if necessary.

Phase II (April - August, 1981)
Begin Program Implementation

A. Develop volunteer job descriptions;
B. Orient staff, faculty and students;
C. Recruit, select and orient volunteers; and
D. Design logistical procedures for program operation.

Phase III (September — December, 1981)
Operate Program

A. Place and supervise volunteers;
B. Maintain records on program operations; and
C. Conduct evaluation of volunteer program.

At each demonstration site, the school system or institution hired or assigned a person responsibility for being coordinator of the vocational volunteer program. In all instances this was essentially a full-time assignment, and each site had a coordinator in place by the early part of January, 1981.

In order to ensure that the coordinators were fully knowledgeable of the purposes and requirements of the demonstration effort, a one and one-half day orientation workshop for the coordinators was conducted at CONSERVA's Raleigh offices in early January of 1981. Prior to the workshop, each coordinator was mailed a copy of the handbook and the demonstration plan. During the workshop those documents were reviewed and discussed, additional information was provided on the purpose and background of the project, and programmatic aspects of utilizing volunteers were highlighted.

Throughout the duration of the demonstration activities CONSERVA project staff maintained regular telephone and mail correspondence with the four coordinators. Project staff were available to provide technical assistance to the coordinators as needed, and each site was visited at least twice during the twelve-month demonstration effort. However, in general the coordinators requested only occasional technical assistance from the project staff.

Each coordinator prepared and submitted a bimonthly progress report to keep the project staff informed of their progress and problems in performing the designated activities. Financial reports on project expenditures were submitted to CONSERVA on a quarterly basis. A final report was prepared by each coordinator at the conclusion of the demonstration activities. Those reports and other information provided to CONSERVA form the basis of this field test report.

The following sections of this report provide a summary of the vocational volunteer demonstration projects. Each of the four projects is described separately. The final section of the report presents conclusions based on the demonstration activities.

Albuquerque, New Mexico

Context

With a population of 331,767 (1980 Census), Albuquerque is the largest city in New Mexico. Approximately one-third (33.71%) of the city's population is of Spanish origin. American Indians comprise 2.2 percent of the population, and Blacks represent 2.5 percent. Over the past decade the population has increased by approximately 35 percent.

Relative to the other states, New Mexico is ranked 38th in the nation on per capita income. In 1979, the per capita income in the State was $7,482, while in the Albuquerque SMSA it was $8,602. Per capita income for the United States in 1979 was $8,773. For Bernalillo County, in which the city of Albuquerque is located, the per capita income was $8,760. The Albuquerque SMSA also includes a portion of Sandoval County; per capita income there was $6,143.

Within the Albuquerque SMSA, the largest areas of employment are in wholesale and retail trade, services and government. Employment by major industrial categories is presented below:

Industry	Employment (July, 1981)[1]
Construction	12,300
Manufacturing	17,200
Transportation, Communications and Utilities	11,600
Wholesale and Retail Trade	47,200
Finance, Insurance and Real Estate	11,300
Services	45,900
Government	41,600

Employment in the construction and manufacturing industries had declined over the preceding twelve months, as it had in government jobs within the Albuquerque SMSA. Services (lodging places, health services, social services, etc.) showed the largest increase in employment with 2,100 more people employed in July, 1981 than were employed in July, 1980. This represents a 4.8 percent increase in employment in the service industry.

Employment projections developed in 1980 indicate an expected 31 percent increase in nonagricultural employment in Albuquerque between 1979 and 1985[2]. Employment in manufacturing and wholesale and retail trade is expected to increase by slightly more than 40 percent. Increases of 30-35 percent are projected for construction, transportation and public utilities, finance, insurance and real estate, and services. The least growth is projected for employment in government, which is expected to increase by only 10 percent.

At the outset of the demonstration project (January-March, 1981) the Albuquerque labor force had an unemployment rate of 8.5 percent. During the same quarter, the unemployment rate at the national level was approximately 7.3 percent. The higher unemployment rate for Albuquerque relative to the national rate reflects a rather stable pattern for the decade: in seven of the preceding ten years Albuquerque's unemployment rate had exceeded the national average.

The Educational System

The demonstration project took place within the Albuquerque Public Schools (APS). The APS system is a kindergarten through twelfth grade program with a total enrollment of approximately 79,000 students. The system has ten high schools serving grades 9-12, with a total high school enrollment of approximately 29,000 students. Vocational education programs are offered at each of the ten high schools and at a separate facility, called the Career Enrichment Center, which was designed to provide more intensive career-oriented courses to students.

The Career Enrichment Center operates four daily sessions of two and one-half hours duration. Students from any of the ten high schools can enroll in courses

1. Source: *New Mexico Labor Market Information Review*, New Mexico Employment Security Department, September, 1981.

2. Source: *New Mexico Occupational Manpower Needs to 1985*. New Mexico Employment Security Department, November, 1980.

at the Career Enrichment Center. The Center offers vocational preparatory curricula as well as non-vocational enrichment courses including such subjects as advanced mathematics, foreign languages, aerospace, and beauty culture.

Enrollments in state-approved vocational education courses total approximately 8,500 students for the APS district. Non-occupational home economics is by far the largest component of the vocational enrollments with around 5,000 students. An additional 7,000 high school students are enrolled in practical arts courses in business education and industrial arts. In contrast to most vocational education curricula, these practical arts courses are more general or exploratory in nature and are not intended to provide students with job entry-level skills.

Many of the vocational education programs offered by APS are cooperative education programs. Students in these programs are involved in a combination of supervised on-the-job training provided by their employers and related classroom vocational instruction provided at their schools. The breakdown of cooperative versus intensive vocational education programs in APS is presented below:

	Cooperative Programs	Intensive Vocational Programs
Agriculture Education	1	0
Distributive Education	13	10
Trade and Industrial	10	3
Health	0	1
Office	10	15
Home Economics (related)	3	9

Within APS there are 101 vocational education instructors at the ten high schools and the Career Enrichment Center. These instructors are responsible for the cooperative vocational programs, preparatory and intensive vocational courses, and the evening school vocational programs. At the district offices, administrative and operational support for vocational education is provided by four professionals: the director of vocational education; one coordinator for home economics and health programs; one coordinator for industrial arts/trade and industry programs and agriculture education; and one coordinator for business and office education and distributive education. These four professionals are also assigned responsibilities associated with prevocational courses at APS middle schools.

Demonstration Project Activities

The Albuquerque vocational volunteer project was directed by a full-time coordinator who reported directly to the director of vocational education for the school system. The coordinator was hired from outside the school system, although he had worked as a consultant to the APS district office during the year prior to the project. His educational and employment background was in the area of vocational education; he had no prior experience in managing a volunteer program.

In addition to the coordinator, a secretary was assigned to the project on essentially a full-time basis. The director of vocational education spent approximately ten percent of his time on project-related activities, as did three curriculum specialists.

The coordinator's office was located at the APS district office. A single office was shared by the coordinator and the secretary. The office was in the immediate proximity of the office of the director of vocational education.

Shortly before the time the demonstration project began (January, 1981), the Albuquerque Public Schools (APS) had completed a district-wide assessment of its vocational education program and the occupational training needs of the Albuquerque labor market area. The assessment was financed by a planning grant from the New Mexico State Department of Vocational Education, and was conducted largely by an advisory committee appointed by the APS Board of Education. The committee was composed of educators and community representatives, the latter of whom were volunteering their time and assistance.

The vocational volunteer demonstration project was tied to the previous efforts to assess the district's needs. A subcommittee of the advisory committee which had conducted the assessment of district needs was appointed to serve as the advisory committee for the vocational volunteer project. This subcommittee worked with the coordinator of volunteers to plan and implement the vocational volunteer program.

The results of the previous assessment of district needs were reviewed by the coordinator and the volunteers in vocational education advisory committee (VVEAC) to identify potential needs where volunteers could provide assistance. To augment that information, a survey of instructors was conducted in March of 1981 to determine their perceptions regarding how volunteers might be utilized in the vocational program. The survey covered the following 13 areas where volunteers might be of assistance:

1. Preparing, conducting and reporting on com-

munity surveys for program planning purposes;
2. Organizing and maintaining occupational advisory committees;
3. Developing program goals and objectives;
4. Conducting occupational analyses;
5. Developing courses of study, long-range program plans, follow-up studies and evaluation;
6. Determining student needs and interests;
7. Developing student performance objectives;
8. Developing instructional units and lesson plans;
9. Selecting student instructional materials;
10. Presenting subject matter information on field trips;
11. Discussing career opportunities in specific occupational fields;
12. Working with community members to enhance vocational programs; and
13. Developing school/community-relations plans for vocational programs.

The results of the survey indicated that in six areas a substantial number of instructors felt that volunteers could be of assistance to them and their students. These six areas were as follows:

1. Preparing, conducting and reporting on community surveys for program planning purposes;
2. Developing courses of study, long-range program plans, follow-up studies and evaluation;
3. Determining student needs and interests;
4. Presenting subject matter information on field trips;
5. Discussing career opportunities in specific occupational fields; and
6. Assisting teachers in the development of school/community relations plans.

These findings were reviewed by the coordinator of volunteers and the VVEAC. At that time it was felt that while there was some interest on the part of teachers to involve volunteers in the vocational education program, more pressing needs had been identified in the assessment conducted the prior year. Therefore, the VVEAC and the volunteer program coordinator recommended to the district Administration that they focus the intent of the vocational volunteer program on the design and determination of ways to expand the vocational education program in the Albuquerque Public Schools. Due to resource limitations it was felt that no programmatic effort should be made to involve volunteers in vocational classes until after that intent was accomplished.

Goals and Objectives

Three major goal areas were decided upon which would guide the vocational volunteer program during its year-long demonstration period. Volunteers were to assist the district office administrative personnel and the APS school board in "identifying, documenting and recommending:

1. needed modifications in APS administrative processes relating to the practices of hiring and selection of vocational education personnel;
2. procedures used in developing educational specifications related to new vocational education programs, facilities and equipment;
3. resources needed to operate present and proposed occupational education programs within the Albuquerque Public Schools." (Final Report on Volunteers in Vocational Education in the Albuquerque Public Schools, 1981).

Once the above three goal areas had been decided upon, the volunteer program coordinator, the VVEAC and APS district office personnel developed seven objectives which would be the focus of the vocational volunteer program. Volunteers were to be involved in activities related to the following seven areas:

1. Development of a comprehensive APS district statement of philosophy for its occupational education program;
2. Development of descriptions of the functions of the district office's occupational education department;
3. Design and development of personnel policies which would facilitate the selection, hiring, supervision and compensation of occupational education personnel;
4. Provision of recommendations concerning one-of-a-kind occupational programs (i.e., programs offered at only one APS high school);
5. Provision of recommendations concerning standardization of the practical arts and occupational education programs throughout the school district;
6. Provision of recommendations concerning the design and utilization of a proposed occupational education center; and

7. Determination of the actual costs of existing occupational programs and anticipated costs of proposed programs.

Recruitment of Volunteers

Recruitment of vocational education volunteers was started in the spring of 1981 and continued through the following August. Given the rather specialized nature of the activities which volunteers were to perform it was decided that an individual approach to recruitment would be most productive. The coordinator of volunteers, members of the VVEAC, and occupational education administrative personnel individually contacted prospective volunteers to request their assistance. Sixty-four (64) individuals so contacted indicated an interest in serving as volunteers to the vocational education program. Of those individuals, 52 were subsequently selected to serve as volunteers.

As a group, the volunteers were predominantly male, employed, college-educated, and between the ages of 30 and 67. There were 36 Anglo-Americans, 15 volunteers with Spanish surnames, and one Native American. Three of the volunteers were retirees.

The volunteers who were recruited oftentimes accepted assignments pertaining to more than one of the seven objectives previously identified. Of the seven major activity areas for which volunteers were recruited, the *average* volunteer assisted in two areas. The number of volunteers who served in each of the seven areas and the number of hours of volunteer services is presented below.

	No. Volunteers	Total Hours
Development of occupational educational philosophy	18	197
Develop Occupational Department functions and roles	18	144
Develop occupational education personnel policies	4	96
Recommendations on one-of-a-kind vocational programs	21	147
Standardization of practical arts and occupational education programs	16	128
Design and utilization of occupation education center	17	240
Determine program costs	7	56

Results

As is indicated by the preceding figures, the assistance of volunteers was utilized in each of the seven areas. With regard to the first area—the development of a district statement of philosophy of occupational education—a statement of philosophy was developed and accepted by the APS Board of Education. The volunteers not only worked on the development of the philosophy; they also participated in a work-study session with Board members and district administrators to review the philosophy and its implications for APS. On December 2, 1981 the Board voted to approve the occupational education philosophy statement as APS district policy.

The second activity which volunteers were involved in concerned the development of descriptions of the functions of the district office's Occupational Education Department. Volunteers worked with the central office occupational staff in the development of role descriptions for the curriculum specialists within the Occupational Department. In conjunction with this activity, the volunteers and staff developed, reviewed, critiqued and modified a systems approach for the development of occupational curricula within the district. Components of this curriculum development process included the following:

- population needs and analysis;
- job market analysis;
- curriculum resources and services;
- program planning;
- program review;
- occupational education promotion;
- Student recruitment;
- guidance and counseling;
- vocational instruction;
- job placement; and
- evaluation.

Following a review of the above functions as they related to the roles of the existing Department personnel, volunteers worked with the Department in developing a proposed staffing pattern and associated financial requirements for the Occupational Education Department. This proposal was submitted to the APS administration but was not acted upon during the term of the demonstration project.

Prior to the demonstration project, the salaries of APS instructors were based on two factors: amount of formal education and years of teaching experience. The salary schedule did not recognize industrial or

occupational experience as a factor in determining the salaries of vocational instructors. For this reason, the third objective of the volunteer project was to develop recommended personnel policies to facilitate the selection, hiring, supervision and compensation of vocational education personnel. However, during the course of the demonstration project, the focus shifted away from the original objective to the development of an in-service education program for vocational education instructors. Four volunteers worked with the coordinator and APS district office personnel in developing an in-service education program to orient instructors to proposed changes in practical arts and occupational programs (See related discussion below regarding Objective 5). Administrative approval of the recommended in-service program was obtained, and it was implemented in the fall of 1981. The approved budget for the program was the largest in-service budget ever approved in the district. During the implementation of the program, volunteers were utilized as resource personnel in assisting the Occupational Education Department staff and vocational instructors at workshops and training sessions.

The fourth objective of the vocational volunteer project was to develop recommendations concerning the future of one-of-a-kind vocational programs offered at APS high schools. The rationale behind this objective was that students within APS were not provided equal access to vocational programs which were only being offered at one of the ten high schools. Among these one-of-a-kind programs were an agriculture education program, a drafting program, a textile trades program, and a cabinet- and furniture-building program. There were also two health care programs being offered at two high schools which, while not one-of-a-kind, were considered to reflect a similar problem of unequal access. Both of these health care programs offered preparation for students to become health aide workers.

Twenty-one volunteers worked with district office personnel and instructors in reviewing the one-of-a-kind programs and considering possible alternative arrangements. Two major outcomes resulted from their efforts. First, volunteers and district personnel developed a plan to combine the two health care programs into a single Licensed Practical Nurse (LPN) program to be offered at the Career Enrichment Center. They were able to obtain approval from the New Mexico State Board of Nursing to allow APS to offer the first high school level Licensed Practical Nursing program in the state. This was accomplished, in part, through the assistance of three nurses who as volunteers spoke before the Board on behalf of the proposed program. School Board approval was also obtained, and in the fall of 1981 the LPN program began operation at the Career Enrichment Center. Second, volunteers and district staff prepared a proposal concerning the disposition of the other one-of-a-kind programs being offered by the ten APS high schools. That proposal was submitted to the district Administration and the School Board, but final resolution of the future of those programs was not obtained during the period of the demonstration project activities. The lack of a final decision regarding this matter is partly due to the proposal's dependence upon APS building a new occupational education center (A discussion of this matter follows under Objective 6).

The fifth objective of the project was to develop recommendations concerning standardization of the practical arts and occupational education programs offered within the district. The needs assessment which had been conducted prior to the demonstration project had indicated that "large discrepancies exist between the (APS) high schools in the type and caliber of occupational and practical arts programs." Also prior to the demonstration project, some recommendations had been developed for standardizing the programs. During the term of the demonstration project, volunteers worked with district office staff in developing several new practical arts and occupational curricula which would help to standardize the high schools' program offerings. Volunteers also assisted district staff in obtaining approval of the specifics of standardized vocational education programs. School Board acceptance and Administration implementation of a standardized practical arts and occupational education program for APS resulted from this effort.

The sixth objective of the project was to develop recommendations concerning the design and utilization of a new occupational education center within the district. Volunteers worked with the APS director of vocational education and the coordinator of the volunteer program in the development of a proposal for a new occupational education center which subsequently was submitted to the APS Board of Education. In conjunction with this effort, volunteers assisted in the design and implementation of a survey of occupational training needs in the Albuquerque labor market, in the determination of staff requirements of the center, and in developing capital outlay and operational cost requirements for the center. The proposal was submitted to the APS Board of Education in November of 1981, and was undergoing further study by the Board and Administration through the remainder of the term of the demonstration project. In late March of 1982, the board voted and approved the concept of a district occupational center for APS.

The seventh and last objective of the demonstration project was to utilize volunteers in determining the

actual costs of existing vocational programs and the anticipated operational and capital outlay costs of the program changes which were being proposed. Seven volunteers participated in this activity, which resulted in an itemization of current and anticipated costs associated with the existing and proposed vocational programs. Following development of the costs itemization, volunteers were utilized in the fall of 1981 as resource personnel for the director of vocational education in presenting the information to the APS Board of Education. The Board subsequently requested that the district Administration review the cost figures and present its findings to the Board by April 1, 1982.

Impact

The Albuquerque vocational volunteer project was quite successful in achieving the objectives of the project, as was described in the previous section. During the twelve-month period of the project, Administrative and Board actions regarding vocational education in the district can be attributed directly to the assistance provided by volunteers. For example, the planning of the LPN program and obtaining approval of that program from the New Mexico State Board of Nursing was largely the result of very active participation on the part of three nurses who served as APS vocational volunteers.

Much of what was accomplished by APS pertains to the future of vocational education in the district: the future of one-of-a-kind programs, standardization of practical arts and occupational education programs, and the possible development of an occupational education center. Volunteer involvement in these activities has provided the School Board and Administration with plans and supportive documentation regarding how the district might expand and improve its vocational education programs. Yet because so much of the APS project was directed toward the future, it is too early to tell what the actual results of the volunteers' involvement will be. Nevertheless, summary comments from APS administrators and Board members indicate that the involvement of volunteers has already proven beneficial to the district: "I just can't imagine how we would ever have come to this point without the fantastic volunteers who were knowledgeable in their fields, had a commitment to the community and a commitment to young people. They are going to provide young people opportunities that we would not have dreamed of, I believe, within our own district" (APS School Board member).

Volunteers who had provided assistance to the APS vocational education program also were supportive of the project. Eighty-five percent (85%) of the volunteers indicated that being a vocational volunteer had been very satisfying to them personally, and 90 percent felt that effective use was made of the time and services they offered most or almost all of the time. Toward the end of the demonstration project, 51 percent of the volunteers indicated that they expected to continue serving as a vocational volunteer after they completed their current assignment, and another 37 percent had not yet decided. Only 12 percent stated that they did not intend to continue as a vocational volunteer.

At the conclusion of the demonstration project, the district decided not to provide future funding for the position of coordinator of vocational volunteers. However, the School Board and Administration continued to work with approximately 20 volunteers who participated in the demonstration project. Those volunteers were continuing to work toward expansion and improvement of the APS vocational education program.

Philadelphia, Pennsylvania

Context

Philadelphia is the largest city in Pennsylvania and the fourth largest city in the United States. In 1980, the city of Philadelphia had a population of 1,688,210 residents. Fifty-eight percent (58%) of the population is white, approximately 38 percent is Black, and slightly less than 4 percent is of Spanish origin. Over the past decade, the city's population decreased by 261,786 people; this represents a 13 percent decline from its 1970 population.

Philadelphia is located in the center of an eight-county labor market area with a total area of 3,553 square miles and a total population of approximately 4,700,000. Five of these counties are in Pennsylvania, while the other three are in New Jersey.

Pennsylvania ranks 22nd in the nation in per capita income. In 1979, the per capita income for the U.S. was $8,757; for Pennsylvania it was $8,558, and for Philadelphia it was $7,825.[1]

Within the city of Philadelphia, the largest areas of employment are in services and mining, government, wholesale and retail trade, and manufacturing. Employment by major industrial categories is presented below.

Industry	Employment (July, 1981)[2]
Construction	19,200
Manufacturing	130,800
Transportation, Communications and Utilities	48,600
Wholesale and Retail Trade	139,900
Finance, Insurance and Real Estate	67,700
Services and Mining	213,000
Government	154,500

Employment projections for the eight county Philadelphia labor market area (SMSA) indicate that between 1981 and 1982 the largest percentage increase in employment will be in services and mining (+19%). Increases of one percent to three percent are projected for employment in construction, finance, insurance and real estate. Declines of one to ten percent were projected for all other major areas of employment.[3]

The unemployment rate in Philadelphia during the beginning of the demonstration project was 7.5 percent. At the same time, the unemployment rate in the State was 8.5 percent, and for the nation it was approximately 7.3 percent.

The Educational System

The vocational education volunteer demonstration project was to take place within one or more schools offering vocational programs in the School District of Philadelphia. At that time, vocational education programs were offered by 21 comprehensive high schools, 14 special education centers, 7 junior high schools, 4 vocational technical schools and 2 skills centers. Within the high schools and vocational technical schools, total student enrollment was 72,494. Enrollments in vocational education programs were approximately 28,000 students, or almost 39 percent of the total high school and vocational technical school population. These students were enrolled in 97 different vocational education curricula offered within the District.

Three of the four vocational technical schools are full-time vocational high schools serving separate parts of the city. The other vocational technical school is a full-time high school of agricultural sciences which serves the entire District and provides both vocational agriculture and academic instruction to students. The two skills centers are shared-time facilities where students spend one week taking vocational

1. Source: Pennsylvania Office Employment Security, *Annual Planning Report*, May, 1981.

2. *Labor Market Letter: Philadelphia Area*, Pennsylvania State Job Service, August, 1981.

3. Philadelphia, Pennsylvania Office of Employment Security, *Annual Planning Report Fiscal Year 1982*, May, 1981.

education courses at the centers and on alternate weeks take non-vocational courses at one of the high schools.

Instruction in secondary-level vocational courses is provided by approximately 900 teachers. The majority of these teachers are located in the 21 comprehensive high schools. Approximately 300 vocational teachers offer instruction at the four vocational technical high schools and the two skills centers.

At the District's central administrative level, administration and supervision of vocational education is provided by the Office of Vocational Education, which is within the Division of Career Education. At the time of the field test the administrative and supervisory personnel included the Director of Vocational Education, eight assistant directors and 14 vocational education supervisors. In addition to these District-level personnel, approximately 200 additional school personnel provide administrative and support services for vocational education at the various high schools and centers. This latter group includes principals, vocational education coordinators, guidance counselors and other support personnel.

Since 1963, the School District of Philadelphia has had a structured school volunteer program. The program is also operated out of the District's central administrative offices, and is staffed by the Director of Volunteer Services, 3 to 5 coordinators, a secretary and a clerk (staffing reflects 1979 pattern). These staff are assisted by local school coordinators or chairpersons who are volunteers responsible for coordination of volunteer activities at the school level.

The District's volunteer program serves all grade levels, but the largest involvement is at the elementary and middle school levels. Approximately 12,000 volunteers participated in the program in 1979. The primary source of volunteers is parent groups, while colleges and universities provide the second largest number of volunteers. The program also has sought and obtained volunteer support from business and industry.

Demonstration Project Activities

The Philadelphia vocational volunteer program was directed by a full-time project coordinator located within the District Office of Vocational Education. Prior to this assignment, the coordinator was working within the District's vocational education instructional support center, and as a result she entered into her new assignment with an understanding of the District's vocational education program. She had no prior experience in managing a volunteer program. The coordinator reported to the Director of Vocational Education who played an active role in the planning of the demonstration project.

Operational support to the coordinator consisted of a part-time secretary, a small office space within the District's Office of Vocational Education, and some guidance and assistance from the District's office of Research and Evaluation staff, especially during the final months of the project.

At the outset of the project it was decided that the primary thrust of the program would be to involve volunteers in vocational classes. One comprehensive high school (Simon Gratz) and one of the skills centers (A. Phillip Randolph) were selected as the sites for initial implementation. This selection was made after the purpose of the project was thoroughly explained to the principals and faculty representatives.

A project advisory committee was established to assist in program planning and operations. Members of the committee were selected to include the following:

- Principals of the two participating schools;
- Department Chairpersons from Gratz High School;
- Vice Principal of Randolph Skills Center;
- The Director of Vocational Education for the Philadelphia School District;
- The Director of Volunteer Services for the Philadelphia School District;
- The Chairperson of the Philadelphia Advisory Council for Vocational Education; and
- Community representatives from the school service area.

As can be seen by the above committee membership, it was composed primarily of employees of the District, most of whom were in leadership positions. It is also worth noting that the Director of Volunteer Services for the District was on the committee. This helped to ensure that the demonstration project would be coordinated with the ongoing school volunteer activities.

An assessment of needs for volunteers was conducted during the spring of 1981. Information was collected from vocational education teachers and administrators concerning how the vocational education program could be enhanced through the assistance of volunteers. The major areas where volunteer assistance was considered most in need were as follows:

- As **tutors** to assist vocational students who require special help to succeed in the regular classroom.
- As **demonstrators** who would be familiar with new technological advancements made with tools

and machinery, audio-visual equipment; who would lend general mechanical and consumer knowledge where needed. This includes offsite field trip demonstration/observation arrangements as well as those given by the volunteer at the school site.

- **As related instructional assistants** who would provide assistance with individualization, clerical techniques, managerial skills, group counseling, etc.
- **As speakers** on topics relevant to subject(s) being taught or employment-related activities in which students are involved or in which they expect to be involved upon graduation.

Objectives

After review of the needs assessment information, the following objectives for the project were established:

1. To identify no fewer than 15 community organizations and agencies indigenous to the larger community school site as resources for the demonstration project;
2. To locate 25 strategic resource contacts within the Philadelphia business and industrial community;
3. To recruit, train and place at least ten volunteers to work with administrators, principals, counselors and teachers at the demonstration sites;
4. To establish a working file of persons with varying backgrounds—arts, crafts, business, technical, professional, etc.—who would be willing to serve as resources to project sites;
5. To set up a program to improve, by the end of the spring quarter, the vocational education performance of at least 50 percent of the students who had been assisted by the volunteers;
6. To broaden and expand students' knowledge base through the experiences shared with them by the volunteers who come into the classroom;
7. To provide opportunities for exploration, field trips and workshops for students that will supplement the regular and vocational classroom/shop instruction; and
8. To help develop in students those traits such as pride, self-confidence and responsibility necessary for obtaining and maintaining employment, through the use of role models and other related activities.

Recruitment of Volunteers

Because of the wide variety of skills that could be utilized to achieve the project objectives, the primary recruitment method used was public service advertising on radio and television. Six major television stations and 14 radio stations broadcast the search for volunteers. The media recruitment started in late April and continued through the summer. Most stations agreed to broadcast the announcement for one week.

Letters and personal contacts also were made by the coordinator with business groups and community organizations which had been identified as potential sources of volunteers.

Individuals who responded to the announcements or contacts were sent further information on the vocational volunteer program and a volunteer application form. Each person returning an application form was subsequently interviewed by the coordinator. By the end of the summer, 27 of these applicants had been interviewed and 18 agreed to participate as volunteers in vocational education.

Results

The volunteers recruited in the late spring and summer months were to attend an orientation session during the first weeks of the fall school semester. However, when school started a major problem was encountered: the Philadelphia Federation of Teachers went on strike. While the cause of the strike had nothing to do with volunteers, the strike essentially shut down the schools for the first 50 days of the fall semester. Both of the demonstration site schools ceased instructional activities for the duration of the strike.

Because of uncertainties regarding the length of the strike, further attempts to recruit volunteers were not undertaken pending resolution of the strike. Those volunteers who had been recruited prior to the strike were contacted by the coordinator to tell them that their assistance would still be needed and appreciated once the strike was over.

Teachers returned to their classes early in November, 1981, and an orientation session for vocational volunteers and teachers who wished to work with volunteers was held on November 30, 1981. Unfortunately, many of the volunteers who had earlier signed up to participate in the program were no longer able to participate. Some had made other commitments during the interruption caused by the strike, while others were simply no longer interested. Of the 18 volunteers who had been recruited, 11 were still available for assignments at the end of November.

Volunteers began their assignments beginning in early December, 1981. Six volunteers were placed at Simon Gratz High School and one at the A. Phillip Randolph Skills Center. Four other volunteers were available as speakers when called upon by the program. The maximum number of days per week that any of the volunteers chose to work was three; most volunteered to provide assistance one day a week. The following table presents a summary of the seven volunteers who were placed and their respective assignments.

The twelve-month duration of demonstration project activities made it necessary to evaluate the results of the project approximately one month after the volunteers started their assignments. While this short time frame can be expected to minimize the evidence of achievement of some of the project's objectives, other objectives were not so dependent upon the duration of volunteers' involvement. A summarization of the relative attainment of each of the project's eight objectives is presented as the remainder of this section.

Philadelphia Volunteers' Backgrounds, Assignments and Schedules

Volunteer's Professional Area	Volunteer's School Assignment	School To Which Assigned	Number of Days/Week	Number of Students Served
Counselor	Working with counselors	Gratz	1	15
Broadcast & Cable T.V. Engineering	Small group instruction in Cable T.V., microwave, video transmission	Randolph	1	15
Musician	Small groups remedial and enrichment via music	Gratz	2	8
Industrial Arts Supervisor (Retired)	Helping Dept. Head and teachers with equipment problems	Gratz	1	0
Accounting Major (Undergraduate college student)	Individualized instruction in accounting	Gratz	1	3
Salesperson	Lectured on small business and marketing practices	Gratz	1	30
Fashion Designer	Individual student assistance with clothing construction and patterns	Gratz	3	25

The project's first objective was to identify no fewer than 15 community organizations and agencies indigenous to the school site which could serve as resources for the vocational volunteer project. The coordinator of volunteers obtained the names of 26 organizations and agencies to contact. Organizations were recommended by school district administrative personnel and the school/community coordinator at Simon Gratz High School. Each of those organizations/agencies was contacted by the coordinator of volunteers to request their cooperation and support. Three organizations proved to be particularly helpful to the project: Adelphos Civic Association, Allegheny West Foundation, and the Concerned Community Development Association, Inc.

The second objective focused on establishing contacts with the business and industrial community of Philadelphia. Twenty-five organizations were identified and linkges with many of them were established by the vocational volunteer program. Included in these contacts were large and small companies, trade unions, professional organizations, government agencies, and non-profit organizations.

Attainment of objective three—to recruit, train and place at least ten volunteers—was met. However, due to the 50-day teacher strike this effort did not reach its full potential. Prior to the strike, 18 individuals were recruited who agreed to serve as vocational volunteers, but by the time the strike ended only eleven volunteers were still available for placement. Seven volunteers were placed in the schools, while the other four were available to serve as guest lecturers when needed. There is little doubt that a much larger number of volunteers would have been placed had it not been for the strike.

Development of a working file of prospective volunteers was the fourth objective. This activity was directly linked to the first and second objectives which focused on identifying community organizations and businesses which would assist the project. Eighteen organizations were identified for inclusion in the resource file. Those organizations from the greater Philadelphia area were as follows:

American Association of Retired Persons
Amway Corporation
Audio-Visual Integrators
Delta Sorority
Family Counseling and Seminar Center
IBM
Inter-Greek Council
International Toastmistress Club
Junior Chamber of Commerce
Mario Video System
National Association for Retired Federal Employees
New York Community Inc.
Omega Chapter-AKA Sorority
Phi Delta
Temple University Intake
U.S. Department of Labor, Bureau of Apprenticeship and Training
Video Productions
Volunteers of America

Objectives five through eight focused on various aspects of student performance to be enhanced through the involvement of vocational volunteers. Because of the brief duration (one month) of volunteer involvement prior to conducting the evaluation of the project, these objectives were not measured. In lieu of performance measurements, information was collected from vocational students regarding their reactions to the involvement of volunteers in the program.

Sixty students who had worked with vocational volunteers completed a brief questionnaire regarding the assistance provided by vocational volunteers. Students were to respond by checking a column from *1* to *5*, corresponding to a *low* to *high* degree of agreement with each statement. Among the areas where an overwhelming majority of the students showed positive reactions to the program were the following:

- Volunteer was sincere about wanting to meet and help students;
- Volunteer demonstrated knowledge about subject matter being taught;
- Project has helped to improve communications between employers, staff and students;
- Volunteer personally encouraged student to complete vocational education program; and
- Philadelphia schools would benefit from a permanent volunteer program in vocational education.

Students were also asked to comment on what they thought were the *strengths* and *weaknesses* of the program. Several students mentioned that they liked having the example of a *successful* person from the business world as an *example* for them. Others liked the way in which the volunteer provided outside information about their vocational field, which they thought they would not have gotten from their regular teacher, and others mentioned that they liked receiving individualized help with their work. The most frequently cited *weakness* of the program was that the volunteer was only present one day a week. Some students mentioned that their volunteer was not especially skillful in explaining things, but on the whole the student reaction to the program was quite positive. The fact that many students wanted the volunteer to

be available for more than one day a week is certainly a positive comment, and shows that the value of the volunteers' services was appreciated by the students.

Vocational education teachers with whom the volunteers had worked and the principals of Gratz High School and the Randolph Skills Center also completed questionnaires concerning their reactions to the volunteer program. In addition, a member of the District staff interviewed teachers and department heads with whom the volunteers had come in contact, as well as the principal of the Randolph Skills Center, to determine their opinions of the activities of the volunteers.

The two principals were uniformly enthusiastic in their reactions to the program. On every item to which they responded on the questionnaires (some were marked by them as *Not Applicable*), they chose *4* or *5* as their degree of agreement with the statements on the questionnaire. These statements concerned a variety of possible benefits which their school might have derived from the program, and a list of possible activities in which the volunteers might have engaged. They both agreed that the school district would benefit from the establishment of a permanent volunteer program in vocational education. In response to a request to indicate what they considered the *strengths* and *weaknesses* of the program, they both mentioned that the volunteers provided outside expertise not necessarily present before they came, and provided students with the benefits of their experience in a specialized area. The only *weakness* cited was that the time span of the volunteers' activities was too short. In the words of one principal, "The (demonstration) program was over just as we were beginning to really reap benefits."

The shortness of the time available for the volunteers' services was also mentioned by a number of the department heads and teachers as the main weakness of the program. None of the teachers or department heads disliked the idea of having volunteer services available. They were, in fact, very enthusiastic about it, and would have preferred to be able to comment on the program after a more reasonable time interval had elapsed, since they sensed their limited ability to comment intelligently on the merits of a program that had barely begun to function. Notwithstanding, nine instructors with whom the volunteers had worked completed questionnaires about the program. The instructors' questionnaires provided for their reactions to statements about possible activities and services in which the volunteers might have engaged, and, as with the other questionnaires, allowed for comments about the *strengths* and *weaknesses* of the program. The instructors' comments about the services rendered by the volunteers were quite positive, in terms of their overall value in the classroom. In a list of specific types of assistance that a particular volunteer might have rendered, the responses varied from high agreement to low agreement, mostly as a reflection of the time during which a particular volunteer might have been able to render a particular service.

The instructors mentioned the following as *strengths* of the program:

Volunteer provided feedback from industry, and involved students in industrial experience;

Volunteer provided industrial contact for supplies;

Volunteer was willing to cooperate with instructor;

Volunteer provided assistance and guidance for students;

Presence of volunteer was a motivating factor for students;

Volunteers served as role models, and could communicate well with students;

Students were able to receive individual attention from the volunteer;

Program added variety to the classroom; and

Teacher found volunteer's *expert services* of value.

As for weaknesses of the program, the instructors cited the following factors:

Program did not run for a long enough time;

More volunteers needed;

Weather conditions this winter interfered with volunteers' availability; and

Lack of funds to compensate or motivate more volunteers.

Most of these weaknesses refer to time available for service or the number of volunteers available, and are not complaints about the basic basic concept of the program. Indeed, they are indications that the teachers would like **more** volunteer service in the future. This is in agreement with the other staff reactions to the program. It can be said, then, that staff members interviewed and those who completed questionnaires were in agreement that the program was a beneficial one, and regretted only its brevity. They not only wanted the services of volunteers to continue, but also asked for more volunteers in the future, and for volunteers who would be able to spend more time in school each week.

Impact

The 50-day teacher strike in Philadelphia prevented the demonstration project from having many of its activities implemented as originally planned. Some positive results were achieved despite the brief period allowed for implementation, and participants in the project were highly supportive of the initial efforts.

Perhaps the best evidence of the School District's belief that volunteers are an asset to its vocational education program was provided following the conclusion of the demonstration project. At that time, the School District decided it wanted to continue to operate the vocational volunteer program for at least the duration of the 1981-82 school year. It applied for and received Vocational Education Act funding. The program will continue to be operated out of the District Office of Vocational Education.

Dade County, Florida

Context

With a population of 1,625,979, Dade County is the most populous county in Florida. Located within the county are 27 incorporated cities, the largest of which are Miami (346,931), Hialeah (145,254) and Miami Beach (96,298). In 1980, slightly more than three-fourths (77%) of the population was white. Non-Hispanic whites comprised 41.9 percent of the population. Over a third of the population (35.7%) was of Spanish origin. Blacks comprised 17.2 percent of the population, while all other non-white minorities totaled approximately five percent of the population. Not included in these calculations are the approximately 80,000 Cuban refugees who resettled in Dade County following the 1980 boatlift referred to as the *Freedom Flotilla*. The population of Dade County is estimated to be approximately 40 percent Hispanic when the Cuban boatlift refugees are included in the calculations, although the 1980 census figures have yet to reflect this adjustment.[1]

Over the past decade the population of Dade County has increased by 28.1 percent. This represents a growth rate almost two and one-half times that of the nation as a whole (11.4%). During this period of time, the percentage of non-Hispanic whites in the total population showed a slight decrease (-3.6%), while all other segments of the population increased their percentage representation in Dade County.

In 1978, approximately 19 percent of Dade County's population lived below the poverty level. This figure far exceeds the national figure at that time of 11.4 percent of the population living below the poverty level. It also does not reflect the 1980 influx of Cubans and Haitians who swelled the ranks of the county's poor population. Per capita income in the county was $9,714 in 1979. During the same year it was $8,521 for the State and $8,757 for the nation.

In the year prior to the demonstration project, the unemployment rate in Dade County was 6.3 percent; for the State it was 6.0 percent and for the nation it was 7.1 percent. However, 1980 was the first year since 1975 that unemployment in Dade County was less than the national average. The influx of poorly educated refugees can be expected to increase Dade County's unemployment rate in subsequent years. Furthermore, racial unrest in the area and a rising crime rate are adversely influencing Miami's tourist and business sectors—factors which are also likely to be reflected in rising unemployment figures.

Tourism plays a major role in the economy of Dade County. As a result, the industrial composition of the county has a higher percentage of people working in wholesale and retail trade, services, and transportation than does the nation as a whole. The following figure presents nonagricultural employment by major industrial categories within Dade County.

Industry	Employment (1980)[1]
Construction	38,400
Manufacturing	101,500
Transportation, Communications and Public Utilities	71,900
Wholesale and Retail Trade	188,900
Finance, Insurance and Real Estate	52,700
Services	176,900
Government	96,600

Between 1979 and 1980, the industries experiencing the most rapid growth rates were construction (+10.3%) and finance, insurance and real estate (+7.6%). Increases of approximately five percent were experienced in most other industries with the exception of manufacturing, which increased by only 2.9 percent. Overall, Dade County's nonagricultural employment increased by 5.4 percent, which represents an additional 37,300 jobs. The projected rate of growth in employment in the county for the period 1980-1982 is estimated to be 7.4 percent; total nonagricultural employment is projected to be 780,950 by 1982.

1. Source: Florida Department of Labor and Employment Security. *Annual Planning Information 1982 Miami SMSA*, May, 1981.

The Educational System

The vocational volunteer program in Dade County was conducted by the Office of Vocational, Adult and Community Education of the Dade County Public Schools. The school system is the fourth largest in the country and includes a K-12 program, 24 senior high schools with vocational education programs, 21 adult education centers, three skill centers, and three area technical institutes which offer secondary and adult vocational programs. At the time of the demonstration project there were approximately 24,000 high school students (grades 10-12) enrolled in job preparatory vocational education programs and 60,000 persons enrolled in adult vocational education programs. Approximately 34,000 students were enrolled in pre-vocational exploratory programs offered at 46 junior high schools.

The school system offers vocational education curricula in 70 occupational areas including 15 apprenticeship programs. The largest number of curricula (28) are in trades and industry; the least number (2) are in agriculture. Most curricula are offered at both the secondary and adult/postsecondary levels.

The system's central office administration and supervision of vocational education is provided by the Office of Vocational, Adult and Community Education. A professional staff of approximately 20 persons is assigned to the central office. In addition to this staff, approximately 70 other professionals perform administrative functions on a full-time basis within the schools.

For approximately ten years the Dade County school system has operated a school volunteer program. The program is administered out of the Office of Community and Informational Services and is funded by foundation grants as well as local, state and federal funds. The program operates in approximately 240 schools and annually involves nearly 10,000 volunteers. There are approximately 20 major functions performed by the school volunteers, but the emphasis is on providing one-to-one assistance to students.

Dade County's school volunteer program is part of a statewide effort to promote volunteerism in Florida's schools. Since 1977, State funds have been appropriated to promote and support school volunteer programs. By 1979, there were 47 school districts in the State with district-based school volunteer programs.

At the district level, prior to the demonstration project, the Office of Vocational, Adult and Community Education did not have any operational procedures for involving volunteers in vocational education. There were no established linkages between the Office of Vocational, Adult and Community Education and the School Volunteer Program. Nevertheless, volunteers were being utilized to serve on vocational advisory committees and occasionally as guest speakers in vocational classes. The district had not systematically considered other areas where volunteers could provide assistance to the vocational education program.

Demonstration Project Activities

Prior to the outset of the demonstration project, the Office of Vocational, Adult and Community Education identified an existing member of the office staff who would serve as coordinator of the vocational volunteer project for the 12-month demonstration period. That individual had worked in the district as a vocational education instructor and administrator for the past 23 years. He also had several years of experience in business, but had no prior experience in managing a volunteer program.

The coordinator was to be located within the central Office of Vocational, Adult and Community Education in downtown Miami. Part-time secretarial support was provided to the coordinator. The coordinator reported directly to the Assistant Superintendent for the Office of Vocational, Adult and Community Education; no formal organizational relationships were established between the coordinator's position and the coordinator of Dade County's ongoing School Volunteer Program.

At the time the project commenced, Dade County was preparing for the Governor's Economic Growth Conference, scheduled for March 6, 1981. The topic of that conference was "Vocational Education and Its Contribution to the Growth and Stability of Florida's Quality of Life and Economic Success." In early February, the Greater Miami Chamber of Commerce conducted a survey of business and industry representatives to provide input for discussion at the conference. The coordinator of the project decided that the results of that survey and subsequent conference discussions would be extremely valuable in planning the vocational volunteer program.

The conference was attended by 148 persons representing local business, industry, labor and government and 85 persons representing education (particularly vocational education). One of the major topics of discussion was the need for improved communications between community members, employers and the school system. The survey conducted by the Chamber of Commerce indicated that a majority of employers: (1) were unaware of the services they could receive from the educational system, (2) would not know whom to contact within the school system if they wanted to hire a vocational program completer,

(3) did not know who to contact to get information about vocational education programs in Dade County, and (4) were generally dissatisfied with the quality of vocational graduates. A majority of the employers surveyed also indicated that they would be willing to lend their expertise as an advisor to vocational education.

Goals and Objectives

The results of the conference became the nucleus for planning the vocational volunteer project. Two major areas were identified based on those results: (1) improve procedures for placing vocational education students in jobs, and (2) improve communications and increase the involvement and support of business and industry with the vocational education programs of the Dade County Public Schools.

Participants at the Governor's Conference had recommended that the school system "establish and promote a central organization for employers to deal with in identifying and recruiting prospective employees." This became the major goal of the project: The use of employer volunteers for the development of a comprehensive vocational job placement system.

The second goal of the project was to improve the county's vocational education program through the involvement of volunteers from business and industry. Attainment of this goal was to be accomplished through a variety of activities, most of which were to result in recommendations to the Board of Education. Also included under this goal was having employer volunteers familiarize vocational teachers and students with the hiring practices and procedures of personnel departments.

Based on these two major goals the following objectives were established for the project:

1. To establish a project advisory committee of approximately 20 representatives from the business/industry/labor/government community;
2. To maintain and further improve placement of vocational job preparatory program completers;
3. To develop and field test a Vocational Placement System with a central office and three demonstration schools utilizing volunteers throughout the Placement System;
4. To obtain a minimum of 50 volunteers from employers to serve in a variety of ways with the Vocational Placement System;
5. To have at least 40 different employers actively involved in the Placement System;
6. To develop and establish procedures for the volunteers to provide systematic information to the central vocational placement office for use in helping to evaluate the effectiveness of the components of the Placement System; and
7. To increase the involvement and support of business and industry with the vocational programs of the Dade County Public Schools.

Recruitment of Volunteers

The first group of volunteers to be recruited for the project were those who were to serve on the project advisory committee. The project coordinator used an individualized targeted approach to recruit committee members. Participants at the Governor's Conference were selected as potential committee members and were contacted by the coordinator to invite them to serve on the advisory committee. The coordinator also invited selected members of the district's general advisory committee on vocational education to serve on the project advisory committee. Each person who indicated a willingness to participate was subsequently contacted by the assistant superintendent for Vocational Adult and Community Education to formally appoint them to the committee and to invite them to attend an orientation meeting.

Recruitment of volunteers who were to serve in other capacities was also done on a one-to-one basis. In most instances the recruitment was done by the coordinator; however, advisory committee members also helped recruit additional volunteers.

An orientation session for project advisory committee members and vocational instructors, supervisors and administrators at the three demonstration schools was held in late May of 1981. The meeting served not only as an orientation session, but also furthered the understanding and support of the various persons who would be involved in the project. A second orientation session for advisory committee members only was held in July of 1981.

Results

A project advisory committee of 21 volunteers from industry/business/labor/government was established as planned. Members of the committee were primarily representative of private employers in Dade County, with many of these being business managers or personnel managers.

The committee held its first work session in August of 1981. As the members became involved in the objectives of the project, the role of the committee changed from being advisory in nature to actually

working on specific objectives of the project. In essence, committee members volunteered to take major responsibility for achieving project objectives.

Committee members were assigned responsiblity for reviewing the various curriculum areas, e.g., Business Education, Health Occupations, Industrial Occupations, etc. In most instances, responsibility for a program area was shared by two or more members of the committee. Each individual or team agreed to visit the program to which they were assigned and to interview the vocational instructors, staff and students involved in that program. In all instances committee members were assigned to vocational programs which corresponded with their particular area of experience or expertise.

There were several purposes for the program reviews and interviews with teachers and students. First, the committee wanted to obtain a better understanding of the existing procedures by which students were being placed in jobs. Second, they wanted to determine how the business community could be of greater assistance to the programs and also to establish linkages with program personnel. Third, they wanted to gain more knowledge of the students and encourage them to pursue their vocational preparation. Finally, the committee members wanted to gain sufficient information on the programs so that they would be able to make precise and appropriate recommendations for improving the quality of vocational education within Dade County.

During the late summer and early fall of 1981, each of the 33 vocational education programs offered at the three demonstration schools was reviewed by the committee members assigned to it. Interviews were conducted with 55 vocational instructors and 572 vocational students currently enrolled in job preparatory programs. The results of each interview were recorded in writing by the committee member.

The results of the interviews were reviewed in preparation for the development of the job placement system. A subcommittee of the advisory committee assumed responsibility for designing the placement system. Additional volunteers were recruited to work with the subcommittee, and several school personnel joined in the subcommittee's efforts. The total membership of the subcommittee was 18, with 13 of the members being school district personnel.

By December of 1981, the subcommittee had developed its recommendations for the design and implementation of a computerized vocational job placement system. Included in the recommendations were a line-item operational budget, a flow chart of the system, and prototype forms for the recording of information on students seeking placement and employers seeking job applicants.

The costs and equipment requirements associated with computerization of the placement system prevented it from being immediately installed; the system was still undergoing review at the end of the demonstration project. However, in the meantime a non-computerized, central job placement system was put into operation. By the end of the demonstration project, a promotional flier describing the placement service was printed and distributed to employers, and 78 Dade County employers were listed in the placement system. The placement system was called the Job Information Hotline, and the telephone number to call was 374-JOBS.

The results of the interviews with vocational education students indicated that a sizeable percentage of the students (36%) felt that the business community could help them by providing assistance in familiarizing students with personnel departments' hiring procedures and practices. Since this was directly related to the fourth and seventh objectives of the project, it was selected as an activity that would be a focus of the project. As with the previous activity, the *advisory* committee took major responsibility for implementing this activity. A member of the committee was assigned responsibility for developing and coordinating *employment readiness* sessions in the schools.

Employment readiness sessions were to be provided by volunteers from Dade County employers. They were to represent the advisory committee (which was by then known as the JOBS Committee) rather than any particular company. The sessions were designed as a 3-hour presentation, generally broken into 3 separate one-hour lessons. Content of the presentations was to include procedures and processes used by large company personnel departments in hiring new employees; the job application and how to complete it; interviewing for a job; taking pre-employment tests; interpersonal relations on the job; and good work habits essential in keeping a job.

The employment readiness sessions were scheduled to take place during the spring of 1982, therefore they were not conducted during the 12-month demonstration period. However, by the beginning of December of 1981, seven employers in Dade County had agreed to have personnel from their businesses conduct sessions in the schools in the spring. Most of these volunteers from business were personnel managers.

As previously mentioned, one of the major purposes of the committee members' review of the programs was to develop recommendations for improvement of vocational education in Dade County. Committee members collected an extensive amount of information pursuant to this purpose. Not only were interviews conducted with over 600 people involved in the programs; the committee also met with the Florida

State Director of Vocational Education and a former state legislator actively involved in vocational education legislation in order to explore recent events which would have an impact on vocational education throughout the State. The collection and review of information continued through the end of the demonstration period and into the first two months of 1982. Although the term of the demonstration project had officially ended, the work of the volunteers did not. At the time of this writing (March 1982), the committee was preparing its recommendations for the School Board concerning improvement of vocational education within Dade County.

During the process of interviewing vocational education students, committee members made efforts to encourage the students to do well in their vocational programs. In essence, the interviews offered volunteers from the work place an opportunity to share information with the students. Approximately 3 to 5 months following those interviews, the students were asked to complete a questionnaire regarding their opinions of and reactions to the volunteers. The questionnaire contained a five-point rating scale where *5* was the most positive response and *1* was the most negative. The following results were obtained from a sample of 101 students; percentages are based on a response of 4 or 5 on the five-point scale.

77 percent felt that the employer volunteers were sincere about meeting and helping them.

75 percent felt that they had a better understanding of the importance of preparing and being qualified for a job.

55 percent said the volunteer encouraged and helped them to complete their vocational programs.

58 percent said that the volunteers familiarized them with typical personnel department hiring practices and procedures.

78 percent felt that the vocational volunteer project was an excellent start towards improving communications between employers, school personnel and students regarding vocational programs.

69 percent felt that the school system would benefit from a permanently established activity which would further utilize employer volunteers in vocational education at all levels.

A similar rating scale and a brief questionnaire was completed by 24 vocational education instructors who had been interviewed by employer volunteers or had received other assistance from volunteers as a result of the project. Again, a five-point rating scale was used where *5* was the most positive response. The reactions and opinions expressed on that questionnaire were highly positive:

83 percent of the instructors felt that the volunteers were committed to helping them as a teacher as well as improving the overall quality of vocational education in the district.

87 percent said that the volunteers demonstrated their competence in professional matters pertaining to vocational education.

87 percent said they were convinced that the school district would benefit from a permanently established activity which would utilize employer volunteers in vocational education at all levels.

The most undivided support for the involvement of employer volunteers was expressed by vocational education administrators who participated in project-related activities. Questionnaires were completed by seven administrators at the three demonstration schools and nine administrators at the district office of Vocational Adult and Community Education. The same type of five-point rating scale was used to express their reactions and opinions. For all eight items on the questionnaire, not a single administrator gave a rating of less than *4*, (some administrators indicated that particular items did not apply to them and therefore did not rate them). All 16 administrators gave a rating of *5* to an item describing the volunteers' sincerity and commitment to improving vocational education within the district. Fifteen of the administrators gave a *5* rating to an item indicating that they believed the project was an excellent start towards improving communications between employers, students and school personnel.

Strong support for the project was also expressed by the volunteers who participated in it. All of the volunteers who responded to a questionnaire felt that being a vocational volunteer had been personally satisfying to them. Similarly, they all felt that effective use was made of the time and services which they volunteered to the project. When asked if they expected to continue serving as a vocational volunteer after they finished their current assignments, 70 percent said *yes* or *probably yes*, and 30 percent were "uncertain at the present time." Not one of the volunteers indicated that they did not expect to continue serving as a vocational volunteer.

Impact

Dade County's vocational volunteer project was successful in making progress toward the achievement of all of the objectives which it had established.

However, the time frame of the project—starting in January and ending in December—did not coincide well with the project objective of increasing student placements in jobs. In fact, many of the activities scheduled for achieving that objective will not take place until the semester following completion of the project. All indications are that those activities will be accomplished even though they are beyond the scope of the demonstration period. The volunteers have indicated a willingness to continue working with the district, and district personnel are highly supportive of the involvement of employer volunteers.

Dade County now has in operation a centralized job placement system for vocational students. It is not an automated system, but the planning for an automated system was accomplished through the efforts of vocational volunteers. The school board and administration must eventually decide whether funds should be expended to automate the system. The system design was undergoing review by the district in the spring of 1982, and a final decision on whether or not to automate the system was not expected before the summer.

The vocational volunteer project in Dade County relied extensively on employers as the source of volunteers. It was found that employers were willing to contribute personnel time to improve the area's vocational education programs. Some of these employers were very large corporations (e.g., Sears Roebuck, Eastern Airlines, Southern Bell Telephone), but others were small firms or organizations with no facilities outside of Dade County. It seems fair to conclude that small as well as large organizations are good potential sources of vocational volunteers. However, it is also important to remember that the volunteers felt that effective use was made of the time and services which they offered; were this not the case, their continued support of the program might not have occurred.

At the conclusion of the 12-month demonstration project, the coordinator was given another assignment, but continued to work with the project advisory committee following his reassignment. For at least the spring of 1982, Dade County will continue to have volunteers assisting its vocational education program in ways which it had never before experienced. However, without someone to coordinate the future involvement of vocational volunteers in Dade County, it is questionable whether the current level of volunteer assistance can be sustained.

Chicago, Illinois

Context

Chicago is the second largest city in the nation, second only to New York. Within the city of Chicago live 3,005,072 people, and for all of Cook County the 1980 population was 5,253,190. Between 1970 and 1980, both the city of Chicago and Cook County showed a decline in population, but the decrease for the county was due solely to the 11.4% decrease within the city.[1]

Approximately half of the city's population is white. Blacks comprise almost 40 percent of the population, Asian and Pacific Islanders 2.3 percent, and other minority groups approximately 8 percent. The Hispanic population (both white and non-white) of Chicago is 422,061; this represents 14 percent of the city's total population. While the total population of the city decreased over the past decade, the Black population of Chicago increased by 8 percent and the Hispanic population increased by approximately 70 percent.

The Chicago labor market includes all of Cook County and five surrounding counties: DuPage, Kane, Lake, McHenry and Will. The total area of the six counties is 3,714 square miles, of which 228 square miles are within the city of Chicago and 954 square miles are within Cook County. The total population in the labor market area is 7,057,853.

Per capita income in Cook County was $10,376 in 1979. Income figures for the city of Chicago are not available, but based on the socio-economic composition of the area, the per capita income for Chicago would be substantially below that of Cook County. The city's unemployment rate exceeds that of the county, and Chicago's high school dropout rate also exceeds Cook county's rate.

Manufacturing is the largest industry in the labor market area. In 1980 it accounted for approximately 25 percent of the nonagricultural employment in the SMSA. Wholesale and retail trade industries accounted for 23 percent of the jobs and services and mining about 20 percent. Government was the fourth largest industry with almost 15 percent of the nonfarm jobs in the labor market area. Over the past five years the industries with the fastest growth rates were construction (+19.6%), goverment (+16.6%), services and mining (+14.3%), and finance, insurance and real estate (+13.5%). Manufacturing employment increased by only 1.9 percent during the same time period and showed a decline of over 3 percent between 1979 and 1980. Employment by industry figures for 1980 are presented below.

Industry	Employment (1980)
Construction	125,100
Manufacturing	822,400
Transportation, Communications and Public Utilities	194,700
Wholesale and Retail Trade	765,100
Finance, Insurance, and Real Estate	221,100
Services and Mining	658,800
Government	488,100

In 1980 the average unemployment rate in the city of Chicago was 9 percent. Blacks comprised almost 34 percent of the unemployed in the city, but they represented only 18 percent of the city's labor force.[2] The unemployment rate for youth (age 16-19) within the labor market area was 21.8 percent, while for nonwhite youth it was almost 55 percent. Whites between the ages of 20-24 years had an unemployment rate of 6.8 percent; for non-whites of the same age group it was 27 percent.

The Educational System

The vocational volunteer demonstration project was operated by the City Colleges of Chicago. There

1. Source: Illinois Bureau of Employment Security, *Annual Planning Report, Chicago SMSA*, May, 1981.

2. Source: Bureau of Employment Security, Chicago Area Labor Market Information Unit. *Labor Force Information for Affirmative Action Program*, November, 1981.

are eight colleges in the City College system. The programs which they offer fall into seven major categories:

- General Programs
- Business
- Creative, Cultural and Performing Arts
- Engineering and Industrial
- Health
- Public and Human Services
- Adult/Continuing Education

Approximately 100 different vocational curricula are offered by the colleges.

Total enrollment in the eight colleges is around 96,000 students, of which approximately 40 percent are enrolled in vocational education curricula. Over 4,000 students graduate annually from the vocational curricula offered by the eight City Colleges.

Depending upon the vocational curricula or courses involved, students can be awarded a Recognition Certificate (1-9 credit hours), a Basic Certificate (10-29 credit hours), an Advanced Certificate (30-59 credit hours), or an Associate of Applied Science Degree (60-64 semester hours). Courses taken in certificate programs can be applied toward an Associate of Applied Science Degree.

Central administration of the City College system is under the leadership of the chancellor of the City Colleges of Chicago. Each of the eight colleges has a president as its top administrator. There are approximately 400 vocational education instructors at the eight colleges, and 35 full-time personnel involved in the administration and coordination of vocational programs.

Demonstration Project Activities

Because of the large size of the City College system, it was decided that the demonstration project could not encompass all eight institutions. Instead, the primary focus of project activities was to be at Loop College, with some activities also anticipated for Chicago City-Wide College.

Loop College is located in the middle of Chicago's central business district, which is a non-residential area. The primary educational mission of Loop from its inception in 1962 until 1980 was academic programs designed to prepare students for continuation into baccalaureate degree programs. Vocational programs were offered, but as a secondary mission. The growth of retail, banking and other technical businesses in the central business district over the past ten years brought about a reordering of the educational mission of Loop College. The majority of students presently enrolled at Loop seek employment-related programs that will provide them with salable job skills.

Chicago City-Wide College was established in 1975. Its primary mission is to develop and implement traditional and non-traditional educational programs, with an emphasis on career/vocational and cooperative education programs. Among its non-traditional opportunities are TV College, courses by radio and by newspaper, credit by examination, courses at centers where video-cassette playback units have been installed, and a self-sustaining overseas program which provides educational services to almost 15,000 United States military and civilian employees stationed in other countries.

The vocational volunteer program was to be managed by a full-time coordinator who reported to the Dean of Career Education Programs for the City Colleges of Chicago. The individual assigned as coordinator had been employed by Loop College for the previous year as a special needs vocational advisor. His only other employment related to vocational education was three years of experience in supervising a CETA-funded preapprenticeship training program. Most of his prior employment was related to business and advertising, and while he had considerable project management experience, he had never before managed a volunteer program.

A secretary was assigned to the project on essentially a full-time basis. The secretary and coordinator were provided shared office space on the fourth floor of Loop College. Also located in that office was another faculty member who worked on a different project.

Initial efforts in planning the volunteer project revolved around informing faculty of the project to secure their support for it. The college faculty was informed of the project through a series of meetings and personal communications with the project coordinator. They were assured that the volunteer program would be responsive to their needs, and a needs assessment questionnaire was submitted to some members of the faculty to obtain additional information from them regarding the involvement of volunteers.

Meetings on the potential utilization of vocational volunteers also involved non-instructional representatives of the two colleges. The president of the colleges was actively involved in the early planning of the project, as were the two deans of vocational/career education. Input was also solicited from student government, department chairpersons, and the directors of admissions, student services, cooperative educa-

tion, and career guidance. Because the City Colleges of Chicago has a strong teachers' union, the college representative of the teachers' union was also included in these meetings.

Goals

The results of the needs assessment and meetings were reviewed by the coordinator and administrators of the two colleges. Based on those reviews, four goals were established for the vocational volunteer project:

1. To recruit professionals with work experience in the areas germane to the various curricula of the career/vocational programs to serve as guest lecturers and counselors for students currently enrolled at Loop and Chicago City-Wide Colleges.
2. To establish an employment placement mechanism in the Cooperative Education Program which would utilize volunteers to establish ongoing linkages with employees to ensure that the career/vocational education programs meet *the state-of-the-art* standards and that students who successfully complete course requirements have access to the job market on a preferred basis.
3. To significantly enhance the students' opportunities for employment by developing an advertising and awareness campaign for the vocational programs at Loop and Chicago City-Wide Colleges by involving volunteers and volunteer services from the business community.
4. To identify and recruit volunteer professionals to serve on the advisory boards of the various career/vocational programs located at Loop and Chicago City-Wide Colleges.

Project Advisory Committee

Following the development of project goals, the coordinator began to seek community support for the volunteer program and to identify and recruit individuals to serve on the project's advisory committee. Letter, telephone and in-person contacts were used by the coordinator to obtain this support and participation. These contacts resulted in working relationships with the following groups:

Chicago United

Illinois Chamber of Commerce

Voluntary Action Center

Chicago and Cook County Building Trade Council

Coalition for United Community Action-ORTE

General Services Employees Joint Council Number One

General Services Employees Local 73

Chicago Urban League

Chicago Economic Development Corporation

In identifying prospective members to serve on the project advisory committee, the coordinator tried to include individuals who could provide general guidance to the project as well as specific expertise or assistance related to the achievement of project goals. A fifteen-member project advisory committee was established in March of 1981 and was composed of the following:

Vice-President
David & Sarkett Advertising

President
Calition for United Community Action — ORIC

Training Director
Voluntary Action

Principal
Howland Elementary School

Director
Division of State Supported Bilingual Program

Business Representative
General Services Employee Union Local #73

Midwest Advertising Manager
Earl Graves Publishing Co.

Service Manager
Lee Calan Imports

Executive Vice-President
Funding, Investment and Development Enterprises, Inc.

Vice-President
Burrell Advertising

President
Sengstacke Newspaper

Human Resources Consultant
Chicago Urban League

Director Human Resources
Mt. Sinai Hospital Medical Center

President
Razor's Edge Salon

Vice-President
Seaway National Bank

While the role of the committee was primarily advisory, committee members also provided some direct

services towards the achievement of project goals. For example, two of the advertising agencies represented on the committee agreed to produce public service announcements in conjunction with the project's goal of developing an advertising and awareness campaign for vocational programs at the colleges. Similarly, the committee member representing a newspaper agreed to run a series of articles on careers at the college.

Three subcommittees of the advisory committee were established to focus on particular areas germane to the project. These subcommittees and their purposes were as follows:

- Advertising & Awareness: To give advisement and direction on developing brochures, commercials, slide-tape presentations etc. to utilize the service of the New Loop College.
- Employment & Curriculum: To give advisement on current employment opportunities and to ensure that our curriculums are current with employment trends.
- Student & Faculty: To recruit volunteers to give lectures to students in vocational courses; also to act as counselors to our program completers.

In the spring of 1981 the advisory committee met on two occasions, however individual members of the committee were frequently contacted by the coordinator to obtain their advice and assistance. During that time period (April-June) the coordinator was developing an overall plan for achieving the project goals while simultaneously working on the implementation of that plan. Advisory committee members were assisting him in both capacities.

By the end of June, 1981, the plan for the project was finalized. The four goals of the project were linked to planned activities which would take place through the summer and fall, and the vocational volunteer project was already advancing toward the attainment of its goals.

Recruitment of Volunteers

During the spring of 1981, the project coordinator had made personal contacts with many organizations which were potential sources of volunteers. Recruitment of volunteers was intended to utilize those sources, particularly in response to instructors' requests for guest lecturers in the fall semester of 1981. However, prior to the fall the volunteer project began to work towards the achievement of other goals, and for the most part personal contacts were utilized to recruit volunteers to assist in those activities.

While the coordinator of the project played a major role in recruiting many volunteers, other members of the college faculty also participated in recruitment. Instructors and vocational education coordinators personally contacted some prospects to inform them of the project and request their assistance. Members of the project advisory committee were also requested to recruit prospective volunteers who could assist the project in achieving its goals.

A total of approximately 130 individuals agreed to serve as volunteers. This does not include prospective volunteers that community groups/organizations said they could provide but who were never called upon. The general types of services provided by the volunteers are presented below; frequencies exceed 130 because some volunteers provided more than one type of assistance.

Activity	No. Volunteers
Volunteer Project Advisory Board	15
Program Development/Curriculum Advisory Board	52
Employer Reception	11
Consultant	5
Guest lecturer/presentation	37
Job Fair and other workshops	24
Special Committee	12
Student Recruitment	1
Examination Proctor	5
Course Coordinator	2

Almost half of the volunteers recruited provided assistance on more than one occasion, but ten percent of those who agreed to serve were never called upon during the demonstration project. The following breakout shows the number of times the 130 volunteers provided assistance to the colleges during 1981.

32% were utilized more than five times or on an ongoing basis

15% were utilized two to five times

43% were utilized once

10% were not utilized during 1981

Results

The Chicago Volunteers in Vocational Education Program was able to involve volunteers in activities relating to each of the four goals of the project. While in many respects the project was a success, it probably

would have been even more successful were it not for two unanticipated events. Therefore, those events will be described first so that the reader will have a better perspective on the attainment of project goals.

The planning of the project took place during the spring semester. At that time a needs assessment questionnaire was distributed to 35 members of the Loop College faculty and administration; 20 questionnaires were completed and returned. Based on those results, the project coordinator and others involved in planning the project concluded that instructors wanted volunteers to assist in their courses as guest lecturers.

The needs assessment did not specifically ask the instructors if they wanted a volunteer guest lecturer; that was to take place following the development of project goals. But when the project plan was completed, it was summer; and since many of the instructors do not teach in the summer, it was decided that specific requests for guest lecturers would be postponed until the beginning of the fall semester. When that time came the coordinator found that there were very few faculty requests for volunteer speakers. Perhaps this situation could have been avoided if a larger sample of instructors was included in the needs assessment, or if they had been asked to express their intentions at that time regarding their subsequent utilization of volunteer speakers. The result of this unanticipated situation was that the project coordinator spent more time in the summer than was necessary in establishing commitments for organizations and individuals to serve as guest speakers.

The second event which was detrimental to the project's success was the unanticipated resignation of the project coordinator at the end of the ninth month of the project (September, 1981). Very short notice was given regarding this resignation, and as a result the project lacked continuity between the planning and implementation phases. Furthermore, since the coordinator had personally established the contacts and working relationships with many of the individuals, organizations and businesses recruited in the summer, there is no way of telling how much of a negative impact this change in personnel had upon the project.

Despite the events described above, the project made considerable strides towards its first goal of recruiting professionals to serve as volunteer guest lecturers and counselors to students. At least 37 individuals served as guest lecturers or gave presentations to vocational classes. Several other individuals worked with students on a one-to-one basis or in small groups to assist them in developing job search or employment interviewing skills. But perhaps the most innovative and successful activity pertaining to the first goal was the offering of a special course on *Getting a Job and Keeping It.*

Getting a Job and Keeping It was an eight-week course that relied heavily on vocational volunteers. The course was conducted as a preparatory learning experience leading up to a two-day Job Fair (the Job Fair is described in conjunction with the second project goal). It was offered as an adult continuing education course at no cost to students currently enrolled in other college courses. The seminar met twice weekly for one hour sessions, and approximately 270 students signed up for it. The involvement of volunteers in the seminar included six business professionals who served as course instructors and a number of speakers from the business community who participated in panel discussions with students during the course. Different topics were presented each week, such as the following:

- Assessment and Vocational Direction
- Labor Market Orientation
- Life Management Skills
- Job Seeking Approaches
- Evaluating Potential Employers
- Resume Preparation
- The Interview Process
- Interviewing Practice

Two hundred students who completed the *Getting a Job and Keeping It* course responded to a brief questionnaire asking how the course had assisted them. The results indicated an overwhelming positive response from the students:

95% of the students felt the course assisted them in becoming more involved in their educational activities;

96% felt the course assisted them in planning their future careers;

99% said it assisted them in exploring ways to become aware of occupational opportunities and job requirements;

96% said it helped them view their education and employment in terms of a long-range career plan; and

96% said it helped them improve their attitudes towards work.

The focus of the second goal of the project was to utilize volunteers to establish an employment placement mechanism in the Cooperative Education Program and to ensure that vocational/career programs

meet *state-of-the-art* standards. The major thrust in the development of an employment placement mechanism was the offering of a two-day *Job Fair*. The Job Fair was held following completion of the course entitled *Getting a Job and Keeping It*. It was designed as an opportunity for the college students to meet with Chicago employers and to obtain information and assistance in obtaining employment. Co-hosts of the Job Fair were the coordinator of the vocational volunteer project and the Dean of Student Services.

Employers representing 22 companies and organizations participated in the Job Fair, as did 410 students. Employers interviewed students and provided them with information on current and future job opportunities. Seventy-three percent of the students who responded to a questionnaire indicated that the Job Fair helped them to learn more about job opportunities, and 99 percent said they would attend future Job Fairs if they are offered again. Based on the success of the first Job Fair, the colleges planned to have another fair in 1982.

Approximately 15 volunteers were involved directly in program development activities designed to ensure that programs would meet *state-of-the-art* standards. New curriculum development was a major contribution provided by vocational volunteers. A Foreign Car Technology curriculum was developed with the assistance of vocational volunteers, and a Real Estate and Property Management curriculum was established to respond to a growing shortage of certified property managers in the Chicago area. The impact which volunteers had towards bringing existing curricula up to *state-of-the-art* standards could not be determined within the scope of the evaluation of the demonstration project.

The third goal of the project pertained to the development of an advertising and awareness campaign which would enhance the students' opportunities for employment. The major thrust towards achieving this objective involved the development of a slide/tape presentation on Loop College plans and programs. (At the time of the demonstration project, a new Loop College was under construction and plans were underway to merge Chicago City-Wide College with Loop College). The slide/tape presentation was produced through the assistance of volunteer services provided to the administrative staff. Research, development and production of the presentation were accomplished through volunteers who were identified, recruited and coordinated by the volunteer project coordinator.

The first public showing of the slide/tape production was at a presentation made by the President of Loop College to the State Street Business Council. This council represents downtown Chicago business leaders located in the vicinity of Loop and Chicago City-Wide Colleges. According to college officials, the presentation "has been enthusiastically received by the business leaders who have seen it."

Volunteers were also recruited to assist in the development of public service radio and television announcements to be used for recruiting students. An advertising company in Chicago agreed to volunteer its services for the development of those announcements, but development was not completed by the end of the demonstration project. In a related effort, several large organizations (e.g., banks, grocery stores, unions) agreed to include college registration announcements in their organizational newsletters or at their facilities, however the printing of the announcements was not accomplished in time for their use during the fall registration of students.

The fourth and last goal of the volunteer project was to recruit volunteers to serve on vocational curriculum advisory committees. Recruitment of these volunteers was performed by the project coordinator, department chairpersons and college administrators. At least 19 new members of curriculum advisory committees were recruited. All of these volunteers attended at least one curriculum advisory committee meeting during the duration of the project.

Impact

Through the establishment of a vocational volunteer project, Chicago City-Wide and Loop Colleges were able to provide services and assistance to their vocational education programs which would otherwise not have been possible. While attempts to increase the utilization of guest lecturers did not meet the project's original expectations, students were able to directly benefit from volunteer services through other activities such as the Job Fair and the course on finding and keeping a job. These latter activities were considered by the colleges to be such successes that they are planning to continue them on a regular basis in future years.

As reported by the colleges, a major obstacle was getting students and school personnel to utilize volunteer offerings for the first time, but once they had some direct contact with volunteers, they seemed to participate readily in additional volunteer-related activities and programs. The results of the student questionnaire regarding the Job Fair certainly appear to confirm this impression; 99 percent said they would attend future Job Fairs and 100 percent requested that they be informed if there were to be another Job Fair.

Volunteers' reactions to the program were mixed. A sample of 38 volunteers were asked whether being a

volunteer to the college was satisfying to them personally, and about half indicated it was *somewhat* satisfying while slightly less than half said it was *very much so*. However, the vast majority (92%) of these volunteers felt that effective use was made of the time and services which they volunteered, and 76 percent planned to continue serving as a vocational volunteer during the coming year.

The results of the year-long demonstration project were positively regarded by the college administration. At the conclusion of the project they reported that

> "During this first program year we have developed a significant amount of experience in the use of volunteers in vocational education. Each specific effort has brought new knowledge, new challenges and new opportunities. Our experience and progress during this first program year have provided the necessary foundation and direction for continued operation."

In February of 1982, CONSERVA was informed that the colleges plan to continue their efforts in institutionalizing the vocational volunteer program.

Conclusion

Four demonstration projects have shown that volunteers can contribute in a wide variety of ways to the improvement of vocational education. As evidenced by the volunteer projects in Albuquerque, Dade County and Chicago, we have seen that volunteers can contribute as much to vocational education **outside** the classroom or laboratory setting as they can within. Certainly the four demonstration projects have provided some innovative examples of how volunteers can be of assistance to vocational education; we believe that they have just scratched the surface in revealing possibilities which have yet to be demonstrated or documented.

What else have these four demonstration projects taught us? First, we found that twelve months was generally too brief a time period to achieve all that was expected. The planning and organization of a vocational volunteer program can easily take six months, leaving less than a full school year to demonstrate results. If we were able to repeat this effort, we would allow the planning phase to run from the spring through the summer, followed by a full school year for program operation and evaluation.

The development of realistic goals and measurable objectives represents another potential problem area. For one reason or another, the project coordinators tended to establish goals which were overly optimistic (particularly given the twleve-month time frame), and they had difficulty developing explicit objectives which could be used to measure the attainment of those goals. The importance of developing measurable objectives should not be underestimated; it can later mean the difference between continuation and termination of a vocational volunteer program.

The development of measurable objectives is crucial to program evaluation, and as might be expected, evaluation of the demonstration projects was another problem area. None of the demonstration sites appeared to be adequately prepared or overly interested in conducting a thorough evaluation of its accomplishments. As a result, in some instances it was not possible to determine precisely how many volunteers had been recruited, what activities the volunteers engaged in, or what had resulted from the volunteers' efforts. This area required more technical assistance from CONSERVA project staff than any other demonstration project activity. Based on this experience, we recommend that evaluation expertise (whether from within the educational system or from outside the system) be involved in similar vocational volunteer projects from their outset.

It is important to keep in mind that the benefits achieved by the four demonstration sites resulted from **programs** for increasing the utilization of volunteers in vocational education. We would speculate that almost every school system or postsecondary institution has some volunteers providing assistance to its vocational education curricula (e.g., advisory council members, guest lecturers), but few have **programs** for involving volunteers in response to recognized needs. The coordinators of the four demonstration projects were employed on essentially a full-time basis to plan, organize, implement and evaluate **programs** for expanding the utilization of volunteers in vocational education. Therefore, similar results should not be expected unless a program is established and staffed to achieve similar ends. Where an institution is able to provide the personnel and resources required to plan and operate a vocational volunteer program, there is no reason why it cannot be as successful or even more successful than the four projects described in this report.